DOCUMENT RESUME

ED 301 084 HE 021 802

TITLE Preparing To Win: Report of the University of Nevada System Student Minority Outreach Task Force.
INSTITUTION Nevada Univ. System, Reno.
PUB DATE Jun 88
NOTE 48p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Persistence; Access to Education; American Indians; Asian Americans; Black Students; Change Strategies; *College Admission; College Bound Students; College Students; Demography; Enrollment Rate; Hispanic Americans; *Minority Groups; Outreach Programs; *Policy Formation; Postsecondary Education; *School Holding Power; State Universities; Statewide Planning; Student Educational Objectives; *Student Financial Aid; *Student Recruitment
IDENTIFIERS *University of Nevada System

ABSTRACT

In response to a Board of Regents request, a task force was established to study minority student recruitment, admission, and retention in the University of Nevada System. Comprised of representatives from all campuses, the group has compiled existing data on minority student participation in postsecondary education and on existing programs aimed exclusively at minority students, and met with representatives of Black, Hispanic, Asian, and American Indian groups throughout the state. Task force findings include these: the Nevada minority population proportion has grown 2.2% since the 1980 census; the proportion of minority school-age children has grown 2.6% from 1982 to 1988; minority high school graduation rates are less than those of Whites; with the exception of Asians, a smaller proportion of minority group members than Whites have attended 4 years of college; and state university minority enrollments peaked in 1985 and then declined, but still represent a smaller proportion of the minority community than of the White community. Recommendations include: a written policy endorsing and encouraging minority student recruitment, admission, and retention; institutional responsibility for support of minority recruitment and retention programs; a minority grants-in-aid program; and continued task force efforts. Lists/descriptions of minority programs for each campus within the University of Nevada System are appended. (MSE)

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PREPARING TO WIN

REPORT OF THE UNIVERSITY OF NEVADA SYSTEM STUDENT MINORITY OUTREACH TASK FORCE

OFFICE OF THE CHANCELLOR
UNIVERSITY OF NEVADA SYSTEM
June 1988

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Preparing to Win

A report of the University of Nevada System
Student Minority Outreach Task Force

June 1988

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EXECUTIVE SUMMARY

In response to a request from the Board of Regents, University of Nevada System Chancellor Mark Dawson formed the UNS Student Minority Outreach Task Force to study minority student recruitment, admission, and retention within the System. The task force, composed of representatives from all the UNS campuses, has met throughout the spring 1988 semester and has focused its activities in three areas in order to meet its objectives: 1) to compile existing data on minority student participation in post-secondary education in Nevada and in the nation, 2) to compile data on existing UNS programs aimed exclusively at minority students, and 3) to meet with representatives of Black, Hispanic, Asian, and American Indian groups throughout the state to determine their recommendations concerning minority student participation in the UNS. Task force findings and recommendations are contained in this report and include these highlights:

-It is estimated that the minority population in Nevada has grown approximately 2.2% since the 1980 census (16.7% to 18.9%).

-The number of minority school-age children in Nevada has grown 2.6% from 1982 to 1988 (20.3% to 22.9%). It is estimated that in 1988, nearly one-quarter of Nevada's school-age children are minority.

-1980 census data show that in Nevada, high school graduation rates for minorities are less than for whites (77.7% of whites, 76.4% of Asians, 61.4% of Blacks, 59% of Native Americans, and 56.8% of Hispanics were high school graduates).

-1980 census data show that in Nevada, fewer minorities, with the exception of Asians, have attended 4 years of college than whites (22.9% of Asians, 15.2% of whites, 8% of Blacks, 7.3% of Hispanics, and 6.2% of Native Americans attended 4 or more years of college).

-Minority enrollments in the UNS increased nearly 2% between 1982 and 1986, however minority enrollment peaked at 13.2% in 1985 and actually declined to 12.6% in 1986. Despite increases, minority enrollment in higher education in Nevada is significantly less than the proportion of the Nevada population that is minority.

-Fewer Nevada minority high school seniors intend to enroll in a program of post-secondary education than their white classmates.

Based on these and other findings, task force members have made the following recommendations to increase minority recruitment, admission, and retention throughout the UNS:

1. A written policy endorsing and encouraging minority student recruitment, admission and retention should be adopted.

2. The Board of Regents and the institutional presidents should creatively seek resources for support of minority recruitment and retention programs.

3. The UNS should establish a minority grants-in-aid program.

4. The Board of Regents should direct each campus president to develop a plan for recruitment, admission, and retention of minority students based on the findings of this report.

5. The UNS Task Force on Student Minority Outreach should continue to meet for the purpose of maintaining communication on this issue throughout the system and between the system and minority communities in the state.

PREPARING TO WIN

"Everyone wants to win. The winners prepare to win and that preparation is education." Dr. Catalina Garcia

In Nevada, access to quality higher education by those who have not traditionally participated in higher education is becoming more important as we increasingly depend on these citizens for our social, political, and economic future. Access to higher education and equal opportunity has been high on the educational policy agenda since the early 1960's; but despite the tremendous gains that have been made, full participation of minority students in our colleges and universities is still unrealized. There is evidence that in this decade certain minority groups may be actually losing ground. This trend is most disturbing when coupled with the fact that the minority population in the United States is growing rapidly. The result of these two trends is "a growing segment of our population that is effectively removed from contributing productively to the life of the nation" (Focus on Minorities, 1987). Our society is based on an informed citizenry, and at a time when rapid technological change is driving the economy, neither the country nor the State of Nevada can afford citizens who are not prepared to contribute to that society.

At the October 1987 University of Nevada System (UNS) Board of Regents meeting a system affirmative action report revealed that, with the exception of Asian students, minority students enrolled in 1986 were underrepresented in proportion to their

numbers in the state population (Table 1). June Whitley, Board Chairman, along with other regents, requested that Chancellor Dawson provide them with a comprehensive report on the status of minority student recruitment, admission, and retention throughout the University of Nevada System. In response, Chancellor Dawson formed the UNS Student Minority Outreach Task Force, chaired by the UNS Director of Institutional Research, and composed of representatives from each of the campuses. The charge to the task force was to study minority student recruitment, admission, and retention throughout the system and to make timely recommendations based on their findings to the chancellor, the Council of Presidents, and the Board of Regents.

The task force met monthly throughout the spring 1988 semester. In order to accomplish their charge, task force members focused on three objectives: 1) to compile existing data on minority student participation in post-secondary education in Nevada and in the nation, 2) to compile data on existing UNS programs aimed exclusively at minority students, and 3) to meet with representatives of Black, Hispanic, Asian, and American Indian groups throughout Nevada to determine their recommendations concerning minority student participation in the UNS. This report contains a summary of these activities and the recommendations of the task force.

The members of the UNS Student Minority Outreach Task Force believe they have successfully responded to their charge.

Percent of University of Nevada System Students and Employees
By Sex and Race/Ethnic Status

	% Whites			% Black			% Native American			% Asian and Pacific Islander			% Hispanic			% Non-Specified			% Female		
	1984	1985	1986	1984	1985	1986	1984	1985	1986	1984	1985	1986	1984	1985	1986	1984	1985	1986	1984	1985	1986
UNR																					
Students	91.0	90.6	89.9	1.4	1.3	1.5	0.8	0.9	1.0	1.7	1.9	1.9	1.8	1.7	1.7	3.7	3.7	4.0	49.0	49.0	51.7
Full-time Classified Staff	90.7	91.0	92.0	2.5	3.0	2.0	1.4	1.0	1.0	1.0	1.0	1.0	4.4	4.0	4.0	-0-	-0-	-0-	60.0	61.0	64.0
Full-time Professional Staff	93.0	93.3	93.0	1.4	1.2	1.0	0.4	0.3	0.2	3.6	3.6	4.0	1.5	1.6	2.0	-0-	-0-	-0-	28.0	28.6	29.0
Washoe Co. Population (1987)		87.5			2.0			2.3			2.7			5.3			-0-			49.8	
Washoe Co. Workforce (1986)		89.3			1.7			1.6			2.6			4.8			-0-			48.5	
UNLV																					
Students	85.6	85.1	85.0	5.6	5.7	5.0	0.4	0.5	1.0	3.3	3.0	3.0	4.3	4.6	5.0	1.0	1.1	1.0	53.0	53.0	54.0
Full-time Classified Staff	82.8	84.3	82.0	11.3	8.5	10.0	0.2	0.7	1.0	2.0	1.6	2.0	3.7	4.9	5.0	-0-	-0-	-0-	53.7	57.0	56.0
Full-time Professional Staff	90.3	91.1	91.0	2.8	2.1	2.0	-0-	-0-	-0-	4.9	4.7	5.0	2.0	2.1	2.0	-0-	-0-	-0-	23.0	25.3	26.0
Clark Co. Population (1987)		76.5			9.9			1.2			3.2			8.9			-0-			50.3	
Clark Co. Workforce (1986)		80.2			8.4			0.9			2.8			7.5			-0-			48.8	
CCCC																					
Students	86.0	78.0	82.0	8.0	9.4	8.0	1.0	1.4	1.0	3.0	3.5	3.0	4.0	7.5	6.0	11.0	-0-	-0-	52.0	59.0	59.0
Full-time Classified Staff	76.0	73.0	76.6	17.0	18.0	15.3	1.0	2.0	1.8	-0-	-0-	-0-	6.0	7.0	6.3	-0-	-0-	-0-	64.0	66.0	71.0
Full-time Professional Staff	86.6	84.6	85.0	11.0	11.5	11.0	-0-	-0-	-0-	0.8	1.5	2.0	1.7	2.3	2.0	-0-	-0-	-0-	34.5	38.0	40.0
Clark Co. Population (1987)		76.5			9.9			1.2			3.2			8.9			-0-			50.3	
Clark Co. Workforce (1986)		80.2			8.4			0.9			2.8			7.5			-0-			48.8	
WNCC																					
Students	67.0	64.0	66.0	0.4	0.4	0.5	5.0	5.0	5.0	0.6	0.5	0.7	2.0	8.3	8.0	25.0	22.0	19.0	60.0	62.0	60.0
Full-time Classified Staff	85.0	85.0	80.0	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	15.0	15.0	20.0	-0-	-0-	-0-	85.0	85.0	80.0
Full-time Professional Staff	100.0	96.0	97.0	-0-	-0-	-0-	-0-	4.0	3.0	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	50.0	54.0	53.0
Elko Co. Population (1987)		81.7			0.7			11.7			0.3			5.7			-0-			47.9	
Elko Co. Workforce (1986)		83.1			0.7			5.7			0.5			10.1			-0-			44.9	
TMCC																					
Students	81.0	82.0	82.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	4.0	3.0	3.0	3.0	9.0	8.0	7.0	58.0	58.0	58.0
Full-time Classified Staff	87.0	87.0	87.0	4.0	3.0	3.0	2.0	4.0	4.0	2.0	-0-	1.0	5.0	3.0	5.0	-0-	-0-	-0-	72.0	72.0	72.0
Full-time Professional Staff	94.0	93.0	89.0	2.0	3.0	3.0	-0-	-0-	1.0	2.0	2.0	2.0	2.0	2.0	5.0	-0-	-0-	-0-	58.0	58.0	56.0
Washoe Co. Population (1987)		87.5			2.0			2.3			2.7			5.3			-0-			49.8	
Washoe Co. Workforce (1986)		89.3			1.7			1.6			2.6			4.8			-0-			48.5	
WNCC																					
Students	92.6	78.0	91.0	0.6	0.4	1.0	4.0	3.3	3.0	1.2	1.3	1.0	1.6	3.5	4.0	-0-	14.0	-0-	62.0	62.0	62.0
Full-time Classified Staff	85.0	85.0	88.0	-0-	-0-	-0-	7.0	7.0	6.0	4.0	4.0	3.0	4.0	4.0	3.0	-0-	-0-	-0-	79.0	79.0	81.0
Full-time Professional Staff	96.0	96.0	97.0	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	3.0	4.0	4.0	-0-	-0-	-0-	-0-	34.0	34.0	37.0
Carson City Population (1987)		90.3			1.5			5.4			0.7			2.1			-0-			48.8	
Carson City Workforce (1986)		90.7			1.0			3.6			1.1			3.5			-0-			50.3	
DRI																					
Full-time Classified Staff	100.0	97.0	85.6	-0-	1.5	3.6	-0-	1.5	3.6	-0-	-0-	-0-	-0-	-0-	7.2	-0-	-0-	-0-	54.0	61.0	89.0
Full-time Professional Staff	93.0	95.0	95.0	-0-	-0-	-0-	-0-	-0-	-0-	6.0	4.0	4.0	1.0	1.0	1.0	-0-	-0-	-0-	18.0	23.0	20.0
State Population (1987)		81.2			6.4			2.4			2.6			7.2			-0-			49.9	
State Workforce (1986)		84.0			5.4			1.6			2.4			6.5			-0-			48.3	
Chancellor's Office/Unit																					
Full-time Classified Staff	84.1	91.0	88.2	13.6	7.0	9.8	-0-	-0-	-0-	-0-	-0-	2.0	2.3	2.0	-0-	-0-	-0-	-0-	79.5	76.0	78.4
Full-time Professional Staff	98.4	97.0	97.2	-0-	-0-	1.4	-0-	-0-	-0-	1.6	3.0	1.4	-0-	-0-	-0-	-0-	-0-	-0-	24.2	35.0	29.6
State Population (1987)		81.2			6.4			2.4			2.6			7.2			-0-			49.9	
State Workforce (1986)		84.0			5.4			1.6			2.4			6.5			-0-			48.3	
System																					
Students	81.3	82.4	83.5	4.1	4.4	3.8	1.3	1.5	1.7	2.5	2.7	2.6	3.3	4.6	4.5	7.6	4.4	4.0	54.0	56.0	56.0
Full-time Classified Staff	87.0	88.0	86.6	7.0	6.0	5.7	1.0	1.0	1.6	1.0	1.0	1.4	4.0	4.0	4.6	-0-	-0-	-0-	60.0	62.0	64.0
Full-time Professional Staff	92.3	92.2	92.0	2.4	2.2	2.0	0.2	0.2	0.2	3.6	3.6	3.9	1.7	1.8	2.0	-0-	-0-	-0-	28.0	30.0	30.1
State Population (1987)		81.2			6.4			2.4			2.6			7.2			-0-			49.9	
State Workforce (1986)		84.0			5.4			1.6			2.4			6.5			-0-			48.3	

Source: UNR data from 1985, 1986, and 1987 Affirmative Action Reports to Board of Regents.
Workforce and population figures from: State of Nevada, Employment Security Department, Nevada Affirmative Action, 1987.

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Members have compiled significant data concerning minority student participation in Nevada institutions of higher education and a summary of UNS minority programs. Members have also enhanced important channels of communication to minority communities throughout the state. Task force recommendations to improve minority student participation in the UNS have been carefully developed based on current and relevant data, student concerns, and minority community recommendations.

TASK FORCE FINDINGS

Nevada and the Nation: Minority Participation in Higher Education

The Bureau of Labor Statistics projects that between 1985 and the year 2000, almost all new jobs will be in high technology, information, and services as opposed to goods production. Between 1984 and 1995 college-level jobs in executive, administrative, and managerial occupations will increase by more than 50%, and jobs for college-trained technicians will increase by well over 50%. The Nevada Employment Security Department projects that between 1985 and 1991, three-fourths of all new jobs will be in the service and trade industries, with nearly one-third of all new jobs in the service industries. Professional, technical and paraprofessional occupations will be the fastest growing occupations in the state (Nevada Occupational Projections, 1985-1991, State of Nevada, Employment Security Department).

Who will fill these jobs? Due to the shift in the composition of the national population, it is projected that between 1985 and 2000, 80% of new entrants to the work force will be from three categories: women, minorities, and immigrants. Minorities alone will comprise 30% of new labor force entrants.

The nation's population has been increasing steadily and its composition is changing. Between 1985 and the year 2000, the population is projected to increase by 12.3%, however, 60% of this growth will occur among minority populations. By 2020 it is projected that minorities will make up one-third of the U.S. population. Due to the aging of the "baby-boom" population, the age composition is also changing. The 18- to 24-year-old cohort, traditionally the major component of the college age population, and the majority of the new entrants to the work force, increased steadily from 1950 until 1983. In that year, this age cohort began a decline that is expected to last until about 1995. While minority youth will also decline in absolute numbers, their proportion of the 18- to 24-year-old population will increase. In 1980 minorities made up 23% of this group, by 2000 it is projected that they will compose 30.6% and by 2025 minority youth will increase to 39% of the 18- to 24-year-old population.

Nevada's population is growing more rapidly than the national average. Between the 1980 census and 1987, it is estimated that Nevada has grown 31%, and it is projected that by 2000 the state's population will have more than doubled to nearly

1.67 million people (Bureau of Business and Economic Research, University of Nevada-Reno). At the time of the 1980 census, 16.7% of the state's population was minority and although Nevada has made no official race-ethnic population projections since the 1980 census, the Nevada Employment Security Department conservatively estimates the 1988 minority population at 18.9% (Nevada Affirmative Action, 1988). However, 1980 Nevada population indicators and school district counts of minority students, indicate that Nevada's minority population is likely to follow the national trends by increasing dramatically over the next twenty years.

In 1980, the median age for the state's white population was higher than for minority populations (white, 31.7 years; Black, 23 years; Hispanic, 24 years; Native American, 24.8 years; and Asian, 28.8 years) and birth rates were higher for minorities than for whites. Minorities were also a larger proportion of the youth population of the state. While minorities made up only 14.9% of the population more than 16 years of age in Nevada, they were nearly 24% of the population less than 9 years of age. According to unpublished data from the Nevada Department of Education, in 1982, 20.3% of the school age children (kindergarten through twelfth grade) were minorities and by 1988, that number had increased to 22.9%, nearly one-quarter of the school age population.

In light of the projections of increased minority populations, especially minority youth populations, access to quality education to prepare these young people to assume the roles waiting for them in the work place becomes increasingly important. Two measures of educational attainment, high school graduation rates and participation in programs of post-secondary education, are good indicators of preparation for entry into the work force.

Except for Asian students, the high school completion rate for minorities is lower than for white students, although gains have been made over the last two decades. Nationally, from 1972 to 1985, high school completion rates increased for whites by 1% (82-83%), for Blacks by 8% (67%-75%), for Hispanics by 10% (52%-62%), and for American Indians by 9% (51%-60%). In Nevada, 1980 census data show high school completion rates for the population aged 25 years and older as slightly less than the national figures; 77.7% of whites, 61.4% of Blacks, 59% of Native Americans, 56.8% of Hispanics, and 76.4% of Asians had completed high school. When only the 18- to 24-year-old population is considered, the completion rates have increased, indicating that in Nevada, as in the rest of the nation, high school graduation rates are improving (Table 2).

TABLE 2

STATE OF NEVADA
EDUCATIONAL ATTAINMENT[1]

	White	Black	Hispanic	Asian	Native American
High School Graduates					
% of 18 to 24-year-old population	78.3	72.5	62.5	80.5	60.0
% of 25-year-old + population	77.7	61.4	56.8	76.4	59.0
Four or More Years of College					
% of 25-year-old + population	15.2	8.0	7.3	22.9	6.2

[1]Source: U.S. Department of Labor, Employment, and Training Administration. Special Indicators for Planning and Evaluation. 1980 Census, State of Nevada.

As the proportion of minority youth increases, and as larger numbers graduate from high school, one would expect greater participation rates in post-secondary education. From 1970 to 1984, total minority enrollments in institutions of higher education increased from 10.6% to 17% or 6.4% overall; however, the minority proportion of the college-age population increased 11.7%. From 1980 to 1984, undergraduate enrollment of white students increased 1%, American Indian enrollments increased 1%, Hispanic enrollments increased 12%, Asian enrollments increased 40%, and Black enrollments decreased 4%. The High School and Beyond survey conducted by the U.S. Department of Education revealed that about 50% of 1980 high school seniors enrolled in some form of post-secondary education in the fall after their high school graduation. These participation rates varied tremendously among the different racial-ethnic groups. Asians

had a participation rate of 70%, whites, 51%; Blacks, 46%; American Indians, 38%; and Hispanics, 37%. The same study revealed that four years later, only 19% of these students had stayed in college. Again, there was tremendous variation among the racial-ethnic groups: 33% of Asian students had persisted for four years, 20% of white students, 14.3% of Black students, 10% of Hispanic students, and 8.3% of American Indian students. Another alarming finding of this study was that only 9% of those first entering a community college were seniors four years later. This, too, has significance for minority students, as community colleges are often the entry point into post-secondary education for large numbers of minority students. In 1985, 52% of white freshman students, 58% of Black freshman students, 64% of American Indian and Hispanic freshman students, and 48% of Asian freshman students attended community colleges.

In the University of Nevada System, minority enrollments have increased almost 2% from 1982 to 1986 (10.7% to 12.6%); however, minority enrollments peaked at 13.2% in 1985 and actually declined to 12.6% in 1986. Black enrollment has declined, while all other minorities have increased somewhat (Table 3).

TABLE 3

SYSTEMWIDE ENROLLMENT
Percent by Gender and Racial-Ethnic Designation

	1982	1984	1986
Male	47%	50%	45%
Female	53	50	55
Non-resident/ Alien	1.1	1.3	1.3
Black	4.3	3.9	3.9
American Indian	1.2	2.7	1.7
Asian	2.3	2.4	2.7
Hispanic	2.9	3.0	4.2
White	88.2	87.0	86.0

Figures may not total to 100% due to rounding.

Source: U.S. Department of Education, National Center for Statistics, "Fall Enrollment in Colleges and Universities," 1981-86.

According to the Nevada Department of Employment Security, the minority population of the state has increased about 2.2% from 1980 to 1988. Because Nevada does not have an official projection of college-age population by race-ethnic designation, it is impossible to compare UNS enrollment to the college-age population. However, based on our estimate that this age group is growing, and knowing that in 1980, 21.1% of the 10- to 13-year-old age group (now 18 to 21 years) was from race-ethnic minority, it would seem that participation in post-secondary education by Nevada minority youth is following the same downward trend as that seen nationally. In a survey of 1986 high school seniors conducted by the UNS Chancellor's Office, it was

determined that 59% of Nevada high school seniors intended to enroll in a post-secondary educational program in the year following their graduation. Similar to the national High School and Beyond Survey, post-secondary plans varied between racial-ethnic groups; 62.9% of Asian students, 60.8% of white students, 45.8% of Black students, 43.2% of Hispanic students, and 34.5% of Native American students intended to enroll in a college or university and pursue a degree. While the UNS currently has no consistent data on four-year completion rates of students at its institutions, 1980 census data on the proportion of the Nevada population aged 25 years or older, with four or more years of college, reveal similar findings to those in the national study High School and Beyond: 22.9% of Asians, 15.2% of whites, 8% of Blacks, 7.3% of Hispanics, and 6.2% of Native Americans had completed four or more years of college.

In Nevada, minority student participation in higher education must become a priority issue on the system agenda. If the state and the nation are to prosper in the coming years, this growing segment of our population must be prepared to participate fully. The important question, then, becomes how can minority student recruitment, admission, and retention be increased throughout the UNS? In order to better answer that question, the UNS Student Minority Outreach Task Force met with representatives of minority communities throughout the state.

Minority Community Assessment and Recommendations

Throughout the spring 1988 semester, task force members met with minority community representatives and minority students in order to obtain information in three areas: information about current educational programs sponsored by minority community organizations, an evaluation of current UNS programs that have been successful in recruiting and retaining minority students, and recommendations to the task force concerning future UNS efforts in recruiting and retaining minority students. In general, community representatives and students were very enthusiastic about meeting with System representatives and having the opportunity to provide information to the task force. In many cases, their meeting with the task force was the first time they had been contacted by a UNS representative even though they were primarily involved in educational programs within their organization. All representatives requested more information as it became available, and some representatives expressed interest in joint programs, cooperative efforts, or in lobbying the legislature on behalf of UNS efforts for minority students. In many cases representatives were not aware of current UNS programs to aid minority students and requested that some more formal mechanism for exchanging information be established.

Task force members met with representatives of the Black, Hispanic, Asian, and American Indian communities in Nevada. A list of representatives is attached in Appendix A. While some recommendations made by these representatives were very specific

to one minority group, many of the recommendations were similar and can be generalized for this report. Representatives cautioned task force members to be aware of the diversity both between minority groups and within minority groups. This diversity makes solutions much more complex. Recommendations for increasing minority student recruitment, admission, and retention throughout the UNS were in the following categories: policy, outreach, financial aid, and academic or student life support. Task Force members have summarized these recommendations below.

POLICY The UNS and its campuses should formulate policies to increase minority student recruitment, admission and retention. Policies should contain the following elements:

- -consist of strong, clear statements
- -demonstrate commitment from the top of the organization
- -have clearly stated goals, measurable objectives, and a timetable for implementation
- -recognize the diversity between and within minority groups
- -be based on good data provided through a student tracking system
- -demonstrate a commitment of resources
- -discourage quotas
- -create a supportive environment
- -encourage faculty, staff, and student sensitivity to diverse cultures and values

OUTREACH In order to improve outreach efforts, the UNS and campuses should:

- -do a better job of communicating what is available
- -make programs accessible and visible to prospective students
- -communicate earlier than high school what is needed for admission
- -identify key contacts on campuses
- -provide a single contact point for minority students
- -employ minorities as recruiters
- -use enrolled minority students to recruit other minority students
- -involve the family, the community, and churches in outreach efforts
- -target public school counselors and teachers
- -tap available community resources

-improve/create networks with the minority community
-develop and use publications aimed at minorities
-provide translation services for non-English speaking parents
-focus on the in-state student
-encourage a strong transfer policy from the community colleges
-participate in elementary school precollege programs
-open campuses to K-12th grade children
-encourage summer bridge programs
-reduce "red tape" in the admissions process
-consider issues of minority access in admissions policies

FINANCIAL AID Because financial assistance is necessary for many minority students, the UNS and the campuses should:

-provide more financial assistance
-reduce "red tape" in the application process
-provide help to families in applying for assistance
-encourage college work study, scholarships, and grants
-discourage loans for the first two years of school

ACADEMIC/STUDENT LIFE SUPPORT Academic/student life support is critical to retain students so that they can successfully complete their designated academic program. Important support systems include:

-remedial and tutorial assistance
-financial aid assistance
-peer advisors
-mentors and role models
-orientation programs
-early warning systems that alert counselors of problems before the student fails
-clubs and social activities

University of Nevada System Minority Programs

While many programs exist on every UNS campus to address the needs of all students in the areas of outreach, financial aid, and academic or student life support, minority representatives emphasized the fact that programs aimed specifically at and for minority students are often most successful at increasing minority student recruitment and retention. In an effort to determine current programs that

exist within the UNS specifically and exclusively for minority students, task force members worked with campus representatives to compile lists and descriptions of these programs. Detailed campus lists are contained in Appendix B, and a summary of campus programs is presented in Table 4.

TABLE 4

Current Programs Specifically for Minority Students - June 1988

	UNS	UNR	UNLV	CCCC	NNCC	TMCC	WNCC
Outreach							
Minority Recruiter							
Advocacy							
Campus Minority Affairs Office		X					
Student/faculty Interest Group		X	X				
Liaison Group(s) Working with Minority Community						X	
Liaison Group(s) Working with K-12 Minority Students						X	
Financial Aid							
Scholarship(s)		X	X	X	X	X	
Native American Grant-in-Aid	X	X	X	X	X	X	X
Campus Application Fee Assistance		X					
Academic Support							
Orientation		X[1]				X	
Counseling		X[1]				X	
Academic Advising		X[1]				X	
Career Center Program		X[1]					
Early Warning System						X[2]	
Special Programs							
BRIDGE/Summer Program	X	X	X	X			
Minority Engineering Program			X				
Medical School Minority Student Summer Program		X					
Minority Students Science Day		X					
Special Events							
For Black Students		X	X	X			
For Hispanic Students			X	X			
For Native American Students							
For Asian Students							
Multi-cultural Events		X	X			X	
Student Organizations							
For Black Students		X	X[3]			X[3]	
For Hispanic Students		X	X				
For Native Americans Students		X	X				
For Asian Students		X	X[3]				
Multi-cultural Organizations			X			X	
Publications							
For Black Students							
For Hispanic Students							
For Native American Students							
For Asian Students							
For All Minority Students		X[1]	X				

[1]Part of UNR Minority Affairs Office

[2]In progress

[3]Inactive

TASK FORCE RECOMMENDATIONS

Based on their findings, task force members prepared five recommendations to the Chancellor, the Presidents, and to the Board of Regents. Clearly, increasing minority student participation and successful completion of post-secondary educational programs is important and necessary, and will require innovative and diverse approaches. The task force recommendations are not intended to provide a simple solution to the problems and issues studied. Rather, these recommendations should be seen as necessary first steps in a continuing and evolving process. The recommendations are also broadly defined, as task force members believe the details of these recommendations should be worked out on the campuses. Each campus should consider these recommendations in light of their missions and goals as an institution of higher learning and in light of their particular population of students. It is the hope of the task force members that the chancellor, the regents, and the presidents will consider and adopt the following recommendations, and in so doing take the first step in preparing all of Nevada's students to be winners.

Recommendations

1. The University of Nevada System Board of Regents should adopt a written policy endorsing and encouraging minority student recruitment, admission, and retention throughout the UNS.

2. The Board of Regents and the institutional presidents should creatively seek resources for support of minority recruitment and retention programs.

3. The University of Nevada System should establish a minority grants-in-aid program.

4. The Board of Regents should direct each campus president to develop a campus plan for recruitment, admission, and retention of minority students based on the findings of this report. This plan should reflect the campus community and campus mission and should include the following elements:

a) Goals and objectives that can be measured

b) Evaluation and accountability measures

c) Timetable

d) Available resources

e) Description of program activity in the areas of outreach, financial aid, academic support, and student life support

Campus plans should be submitted initially to the Board by its November 1988 meeting, and the Board should request an annual review of these plans.

5. The UNS Task Force on Student Minority Outreach or a similar group, should continue to meet twice a year for the purpose of maintaining communication on this issue throughout the system and between the system and the minority communities in the state.

The task force should continue to monitor system-wide progress and prepare a system-wide report on minority student enrollment and retention to assist the Board of Regents in their annual review of campus plans.

SOURCES

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U.S. Department of Education, Office of Educational Research and Improvement. Center for Statistics, Four Years After High School: A Capsule Description of 1980 Seniors. August 1986.

U.S. Department of Labor, Employment and Training Administration, Region IX, Report 3: Social Indicators for Planning and Evaluation. 1980 Census of Population, State of Nevada. April 1982.

University of Nevada System, Office of Academic Affairs, Post-secondary Plans of Nevada High School Seniors. October 1986.

APPENDIX A

Minority Community Representatives

Ben Aleck
Reno-Sparks Indian Colony

Nick Archuleta
Tribal Council
Duck Valley Indian Reservation

Richard Arnold
Las Vegas Indian Center

Ignacio Aviles, President
University of Nevada Hispanic Association
University of Nevada, Las Vegas

John C. Bass, President
Las Vegas Alliance of Black School Educators
Principal, Twin Lakes Elementary School

Wai Mei Borgel, Coordinator
Academic Advancement
University of Nevada, Las Vegas

Billy H. Casey
Executive Director
Nevada Black Chamber of Commerce

Bernie DeLorne
Community Relations
Reno-Sparks Indian Colony

April Johnson, President
Alpha Kappa Alpha

Tish Kehna, Student
University of Nevada, Las Vegas

Jim Kitchen, Director
Academic Advising & Counseling
University of Nevada, Las Vegas

Mary Manchego, President
Hispanic Educators' Association

Sylvia McCloud, Chairperson
Nevada Indian Education Association

Basilio Moran, Treasurer
Hispanic Educators' Assoc.

Roy Ogawa, Associate Prof.
Computer Science and Electrical Engineering
University of Nevada, Las Vegas

Gustavo Ramos, Jr., President
LULAC Council 1108, Las Vegas

Michael Schoenfeld, Principal
Pyramid Lake High School

Rev. Jesse D. Scott
NAACP, Las Vegas

Bernice Servilican
Washoe County School District
Title IV Indian Educ. Program

William Sullivan, Director
Dept. for Academic Advancement
University of Nevada, Las Vegas

Kathy Thorpe
Public Relations Liaison
Western Shoshone National Council

Thomas Tominaga
Associate Professor, Philosophy
University of Nevada, Las Vegas

Norman J. Waller
Community Relations
Reno-Sparks Indian Colony

APPENDIX B

1987-88

UNIVERSITY OF NEVADA RENO
CAMPUS MINORITY STUDENT PROGRAMS

Of 9,947 students attending UNR there are 730 students that fall under the categories of Asian, Black, Hispanic or Native American. This represents an 18 percent increase from last year's total. Here's a breakdown of the minority enrollment:

American Indians: 95
Asians: 225
Blacks: 165
Hispanics: 241

UNR believes that the overall increase in minority enrollment is due to special recruitment efforts and support groups for minority students on our campus. UNR has excellent educational programs, but we feel that more minority students need to be made aware that UNR is "Big Enough to Challenge - Small Enough to Care."

Below you will find the names of many of our campus support groups that provide services for minority students. Please feel free to contact any of them if you desire further information.

MINORITY STUDENT AFFAIRS OFFICE

The MSA Office is dedicated to the advancement, recruitment and retention of minority students at UNR. The office provides career counseling, information on scholarships, grants and fellowships directed to minorities, academic advisement, personal guidance and Graduate School information. MSA also offers students job-list services since it is tied in to the Employment Security Department job bank. For the professional growth of students, MSA hosts numerous free workshops covering such topics as resume writing, interviewing techniques, self-esteem and success. MSA established a minority student assistance fund to help minority students pay registration fees and other small dollar items which, if not affordable, prohibit students from enrolling at UNR. An annual MSA Icebreaker activity provides minority students an opportunity to learn about the office's services and to meet other minority students. Contact person: Fabiola Chavez, 784-4936

SCHOOL OF JOURNALISM - MINORITY STUDENT OUTREACH

Dow-Jones Newspaper Foundation sends a list of minority students who made outstanding grades on SAT and ACT scores and indicated

an interest in journalism or mass communications to our School of Journalism. This School works with the Minority Student Affairs Office in sending the Journalism School brochure and a cover letter to the students.

The Dean of Journalism has been assisting Ev Landers of the Reno Gazette-Journal in his preparation of a proposal for the Gannett Foundation of a minority scholarship program in journalism at UNR. If approved, the program would result in the recruitment of minority students from western states to pursue a degree in journalism at UNR with full scholarships and guarnteed jobs.

Last spring, 100 copies of the booklet "Journalism Career Guide for Minorities" from the ANPA Foundation were obtained and 3-6 copies sent to each high school in the northern Nevada and Sierra Nevada region, along with a cover letter asking that they be made available to minority students who might be interested.

Contact person: Dr. Travis Linn, 784-6531

THE TOTTORI INSTITUTE

Japanese students and their leaders are given a reception once a year at UNR. Faculty members host students at their home and provide a tour of the area. Students attend classes during the time period and interact with American students at dances, sport activities, etc. Contact person: Yoshi Hendricks, 784-6513.

MINORITY STUDENT SUMMER PROGRAM

The School of Medicine and College of Agriculture conducts this program to encourage minority high school students to consider careers in research related to health or agriculture. Each student selected is offered a 10-week apprenticeship in a research lab at UNR and paid a salary of $1300 for the total program. About 7 positions are available. Contact person: Dr. Terry Woodin, 784-4101

SPECIAL PROGRAMS

This department under Student Services supplies readers, note-takers, interpreters for the deaf, mobile pushers to those handicapped persons needing assistance. Student club for the handicapped sponsors an annual picnic and offers a chance for them as a group to speak with the counselors for Special Programs regarding suggestions to improve campus facilities and UNR's program for the handicapped. Handicapped students are included in all student orientations and assistance is given

them during registration. Contact person: Hazel Ralston, 784-6801

ACADEMIC SKILLS CENTER

Provides assistance to undergraduate students who require individual and group tutoring services and assistance in basic English and writing to help them succeed in the academic environment. Helpful seminars are conducted during the year. Example of topics: Dimensions of Cultural Adjustment, Time Management, Memory & Concentration, Vocabulary Enrichment. Contact Person: Barbara King, 784-6801

MULTICULTURAL DAY

An annual event sponsored by Student Services which involves the displays of food, customs, costumes and entertainment from many cultures. Community is invited to participate. Contact person: Ada Cook, 784-6801

UPWARD BOUND PROGRAM

This program provides career counseling and academic advisement for approximately 65 Upward Bound students. Students come from local high schools and are ethnic minorities or disadvantaged students. Students take courses in the area of english, math, computer science, biology, etc. during the six week summer program. Contact person:. Connie Capurro, 784-4978

WOMEN'S CENTER

Comfortable and supportive meeting place for study, friendly conversations and group meetings. Maintains a women's studies library, resource and referral files on women's issues including scholarship and research grant information. Sponsors monthly drop-in pot-luck suppers, topical brown bag discussions, support groups, cultural events, films and lectures. Women's

Center sponsored a Career Workshop for Women in Business. The focus was on networking. A second workshop is scheduled for the Fall with emphasis on the professions (teaching, arts and more). Films and discussions regarding minority women issues are sponsored by the Women's Center. Contact person: Pat Lewis, 784-4611

UNR MINORITY COMMUNITY LIAISON GROUP

This program allows the institution to work with the community in making sure that equal opportunity exists on campus.

Institution receives feedback about likes and dislikes and is able to work directly with community groups to improve areas of concern and outreach activities. The group consists of representatives from minority businesses, service organizations, high schools and churches. Quarterly meetings are held on campus. Program includes speakers from various departments and a tour of their department. The group has established a scholarship committee to explore avenues of setting up a scholarship fund for minority students attending UNR. Contact person: Fabiola Chavez, 784-4936

AFFIRMATIVE ACTION OFFICE

The AA Office is responsible for coordinating all compliance efforts, for investigating complaints and for receiving grievances from students, staff and faculty in matters dealing with discrimination based on race, creed, color, sex, age, national origin, handicaps, Vietnam era or disabled veteran status. The Office updates UNR's Affirmative Action Plan which includes the various efforts made in the area of recruitment, community outreach and services available for persons in the protected groups.

Contact person: David Torres, 784-1547

LOCAL WOMEN & MINORITY ORGANIZATIONS MAILING LIST

The Affirmative Action Office and the Office of Personnel Services maintains constant contact with local organizations providing job service information for protected group persons. Project with Industry is one organization whereby we receive regular descriptions of handicapped persons and the kinds of jobs for which they might qualify. Employment Security and Veteran Offices are also included on the list. We send all job announcements to these organizations to let them know what is currently open.

There is also an individualized mailing list of announcements which includes persons contacting the Affirmative Action Office in order to be notified of jobs of special interest to them. This list mainly includes persons of the protected groups who have asked the AA Office or Personnel Services for assistance in obtaining employment at UNR.

Contact person: Marsha Dupree, 784-1547

ALLIANCE OF RACIAL MINORITIES

This group brings the minority campus community together to air out problems. The administration is invited to attend as guest speakers regarding issues and questions that arise to

make sure equal opportunity and programs designed to encourage minority recruitment and retention among faculty, staff and students are enforced. This group envisions working with the university rather than being at odds with the university. All faculty, staff and graduate students at UNR are eligible for membership. Contact person: Jane Manning, 784-4991

MINORITY AFFAIRS COMMITTEE

This committee reviews University practices and procedures with discrimination and affirmative action guidelines in connection with minority students, staff and faculty. Advises the Vice President for Academic Affairs and the Affirmative Action Officer. Academic and administrative faculty members are appointed to serve on this committee. Contact person: Fabiola Chavez, 784-4936

VETERANS SERVICES OFFICE

Vietnam era veterans and disabled veterans can receive assistance in achieving his or her academic goal through this office. Advisement services (pertaining to curricula, admission and other administrative procedures) are available, as well as information on housing, career counseling and financial aid. The Veterans' Office serves in a liaison capacity with the Reno Veterans Administration Regional Office. Contact person: Barbara Hall-Bellows, 784-4664

SIERRA NEVADA JOB CORPS CENTER

Job Corps is a highly successful national vocational training program funded by the U.S. Department of Labor. The Sierra Nevada Job Corps Center is operated by UNR through its University Advancement Office. The program, designed to serve the individual needs of each enrollee, provides a comprehensive residential program to prepare youth, 16 through 24 years of age, of all ethnic groups, for meaningful employment and the responsibilities of citizenship. Most individuals enrolled are from low-income or disadvantaged groups. Program support is contributed by UNR academic departments. Contact person: Dr. H. Randall Frost, 677-3500

CAMPUS MINORITY STUDENT CLUBS

American Indian Organization

The American Indian Organization (AIO-ASUN) is an alliance of students whose primary purposes are the enhancement, promotion and improvement of social, educational and cultural needs of Native American students on campus. Any student registered at

UNR or Truckee Meadows Community College may join.

The AIO-ASUN is involved in year-round high school recruitment, community activities, an annual men's and women's invitational basketball tournament, campus events and participation in Native American cultural and educational events. Contact person: Dr. Russell Halliday, Advisor, 784-6634.

Asian Students of UNR

Contact person: Dr. Liang-Chi Hsu, Adviser, 784-6691

Black Student Organization

The Black Student Organization (BSO) emphasizes social as well as interllectural interaction. The organization has several goals, including to unite Black students on the UNR campus, to provide an educational and social organization for its members, to promote an appreciation of Black culture, to encourage the participation of Black students in campus activities and to develop activities and programs which carry out the philosophies of the organization.

All students are welcome to join BSO - just stop in at any meeting. Dates will be posted in the Sagebrush. Contact person: Hazel Ralston, Advisor, 784-6801.

Chinese Student Association

The Chinese Student Associaiton is a group anyone can join. The purpose is to help the newly-arrived students get acquainted with the environment and college life. We also provide entertainment such as Chinese film presentations, and we hold banquets on Chinese holidays or special occasions. The annual fee is $10 per person, $20 per couple. Anyone interested in joining the club, please contact Weiwon Wang, 331-6629.

Hispanic Student Organization

The UNR Hispanic Student Organization is a social and educational organization committed to promoting unity and advancement among Hispanic students.

The club promotes educational, social and cultural activities that include the following: cultural pride and awareness, career/educational information, scholarship fundraising, community projects and social functions. Membership is open to any UNR student.

For further information contact Robert Hernandez, HSO adviser, 784-4978, or Fabiola Chavez, Minority Student Affairs Office Director, 784-4936.

Hong_Kong_and_Chinese_International_Student_Association

All UNR students are eligible to join the association. Its purpose is to assist students from Hong Kong and mainland China adjust to American life and improve communications with other students. Contact person: Raymond Gude, International Student Adviser, 784-6874.

The_International_Club

The International Club is devoted to bringing about better understanding between international students and American students on campus, and promoting international awareness in the community. Membership is open to all students, faculty and staff. Activities include receptions in the fall and spring to greet new students, international dinners, an auction of gifts from around the world, an evening of intercultural entertainment, picnics and other outings. For more information call Raymond Gude, International Student Adviser, 784-6874.

Korean_Students_Assocation

The association's primary goals are to promote good will between students from Korea and other students at UNR, and to promote and support cultural exchange and mutual understanding. We provide activities for Korean students to give them a sense of unity and cultural identity. For more information, contact Byung-Ha Oh, 359-4959.

Malaysian_Student_Association

The Malaysian Student Association, or as it is formally known, Persisma, was officially established in the spring of 1984. Of all our objectives, uniting all the Malaysian students on campus is given priority. Besides that, we also promote the welfare of our students as well as the good name of our country. Our activities include intramural sports, and games against other sister MSAs on the West Coast. We print greeting cards and publish our own magazine at the end of every semester, and are active in the International Club.

Nigerian_Student_Association

The Nigerian Student Association was founded in July 1980. One of its main objectives is to assist students from Nigeria in adjusting to life on campus. The association also serves as a cultural liaison between African students and the American students.

The association's annual social activities incude Nigerian films, Nigerian week, conventions and the magnificant annual independence commemoration, featuring Nigerian costumes, food, guest speakers and dusk-to-dawn party.

Membership is open to individuals with acceptable moral value. For more information about this association, contact Sam Okorie at 784-1119.

KAPPA ALPHA PSI

Newly formed Black student fraternity. Founded locally in the fall of 1985 and officially recognized by the national organization as a colony in the spring of 1987. The whole of Kappa Alpha Psi - its organizational structure, programming, motivation, publications and its projections - are in keeping with the fraternity's purpose of achievement. From the beginning, achievement has meant progressive accomplishment in both personal and group interests.

Undergraduates seek achievement by integrating fraternity goals with college objectives. Alumni benefit in their personal careers and help give financial and directive assistance to college chapters. All members are dedicated to the goals of achievement and leadership.

With roots beginning with the founding of the national chapter in 1911, Kappa Alpha Psi is a group rich in its own traditions and standards of achievement. For more information, call 323-2065 or write: P.O. Box 13672, Reno, NV 89507.

DELTA SIGMA THETA (Delta Bound)

Newly organized Black sorority that is still gathering members in order to become a recognized colony. Leader: Bobbi McDaniel

Minority Students' Science Day

Approximately fifty students from local high schools are selected to participate in a one-day visit to UNR's School of Medicine, where they are introduced to the various fields of medicine.

UNR Minority Scholarship

Minority students can apply to a type I minority scholarship program.

OFFICE OF ADMISSIONS

UNIVERSITY OF NEVADA, LAS VEGAS
4505 MARYLAND PARKWAY • LAS VEGAS, NEVADA 89154 • (702) 739-3443
TOLL FREE • (Nevada Residents Only) • 1-800-334-8658

March 25, 1988

Ms. Karen Steinberg, Director
Institutional Research
University of Nevada System
Office of the Chancellor
405 Marsh Avenue
Reno, NV 89509

Dear Ms. Steinberg:

Sorry for the delay in getting you our minority information.

Presently we have the following:

Scholarships:

a) College of Hotel Administration Minority Scholarship
b) Excellence in Teacher Education Scholarship

Recruitment:

The Admissions office receives a list from the Clark County School District of all minority students from the 9 - 12 th grade. We then send them a brochure on minorities called "Your Future is Now!"

Student Venture:

A program started with an elementary school in the area. The participants are 4th and 5th graders who are classfied at risk type students which are generally minority students. The Admissions Office selected students who are minority and non-minority to be used as role models. These students meet with the students in groups at the elementary school to talk about their own life and the students life, etc. We are hoping that this program will help the students that are at risk to begin looking at their own capabilities and change their present outlook to a positive one.

The Admissions Office has two professional minorities on staff; the Director and an Admissions Counselor. The Director has met with minority students from the various high school that have a large minority population. Presently the two admission persons are developing a plan to reach more minorities. The beginning of this plan will start on March 31, 1988. By inviting administrators, faculty, staff and students who are either minority or non-minority that have concerns and issues about what is being done at UNLV concerning retaining and recruiting minorities. We are including to this council a number of minority leaders from the community and school district who have express a concern. Again, this is just a beginning.

Academic Advancement:

The Academic Advancement has an upward bound program which in its component has a bridge program that informs the students about colleges and universities accross the land. The bridge students are allow to take university courses.

Student Organizations:

Hispanic Association
No Black student associations at this point in time
No Native American student associations at this point in time.

I hope this information is helpful to you, if you have any questions please do not hesitate to contact me.

Singerley yours,

Larry P. Mason
Director of Admissions

LPM/lc

Enclosure

COLLEGE OF EDUCATION

UNIVERSITY OF NEVADA, LAS VEGAS
4505 MARYLAND PARKWAY • LAS VEGAS, NEVADA 89154 • (702) 739-3374

UNLV EXCELLENCE IN TEACHER EDUCATION SCHOLARSHIP

The College of Education has 45 Excellence in Teacher Education Scholarships available for 1988-89. Each is worth over $1,400. The scholarships are made possible through action by the last legislature and the governor. Funding comes from the estate tax. Incoming freshman applications must be filed by Monday, February 15, 1988. Continuing students have until March 1, 1988 to file their applications. All applications should be filed with the UNLV Student Financial Services, Flora Dungan Humanities Building, Room 330.

Freshman applicants must be a graduate of a Nevada high school, a fulltime UNLV student (12 credits) for the period of the award, and a verified student in a teacher education program. Other considerations will be ACT and/or SAT scores, high school GPA, written recommendations, and a written statement explaining why the applicant is interested in entering the teaching profession.

Sophomore, junior and senior applicants must be fulltime UNLV students (12 credits) for the period of the award, and a verified student in a teacher education program. Other considerations will be overall GPA, GPA in professional education courses, written recommendations and a written statement explaining why the applicant is interested in entering the teaching profession.

There is a critical shortage of teachers from ethnic and cultural minority groups. Special consideration will be given to applicants from ethnic and cultural groups who otherwise meet the qualifications.

Applications may be picked up at the following places:

Student Financial Services, FDH 330
Curriculum and Instruction, CEB 313
Special Education, CEB 118
Secondary Education, CEB 220
Health, Physical Education, and Recreation, MPE 100

LIST OF PROGRAMS, OPPORTUNITIES AND RETENTION MODELS IN EXISTENCE AT CCCC

1. DEVELOPMENTAL PROGRAMS
   A. GRANTS FOR TUTORING AND DEVELOPMENTAL CLASSES
   B. DEVELOPMENTAL CLASSES LOCATED IN THE LEARNING RESOURCES CENTER.
2. FINANCIAL AID AND VETERANS' AFFAIRS OFFICE
   A. GRANTS - PELL, SEOG, RGIA, NSIG
   B. LOANS - PERKINS, NGLSP, EMERGENCY LOANS
   C. WORK - CWSP, VA WORK-STUDY
   D. SCHOLARSHIPS
   E. VETERANS' BENEFITS
   F. JOB LOCATION AND DEVELOPMENT
3. JOB PLACEMENT WHILE STUDYING AND AFTER GRADUATION.
4. PROJECT ENABLER
5. SEX EQUITY AWARENESS PROJECT
6. COUNSELING CENTER
7. ASSET - ADMISSIONS ASSESSING AND COUNSELING
8. RE-ENTRY CENTER } Perkins Vocational Grant
9. JTPA
10. SUMMER UPWARD BOUND IN CONJUNCTION WITH UNLV
11. CINCO DE MAYO LUNCHEON
12. BLACK HISTORY MONTH - HONORING OUTSTANDING BLACK YOUTH FROM SECONDARY SCHOOLS. - Scholarship from proceeds
13. LATIN CHAMBER OF COMMERCE SCHOLARSHIP

NORTHERN NEVADA COMMUNITY COLLEGE
901 Elm Street · Elko, Nevada 89801 · (702) 738-8493
" College of the Great Basin and Range"

APRIL 11, 1988

TO: MINORITY OUTREACH TASK FORCE

FROM: STAN AIAZZI

PROGRAMS SERVING MINORITY STUDENTS

1. FINANCIAL AID
   - BUREAU OF INDIAN AFFAIRS ENRICHMENT PROGRAM
   - JTPA PROGRAM
   - PELL GRANTS, CWS, SEOG, NSIG, GSL
2. COUNSELING SERVICES
   - SINGLE PARENT PROGRAM
   - NONSPECIFIC FOR ALL STUDENTS
   - RE-ENTRY PROGRAM
   - AT-RISK YOUTH
3. CAREER CENTER
   - STUDY SKILLS
   - TUTORIAL SERVICES FOR ALL STUDENTS
4. INSTRUCTIONAL SERVICES
   - ABE/ESL
   - DEVELOPMENTAL COURSES (ENGLISH & MATH)

February 1, 1988

TO: MINORITY OUTREACH TASK FORCE

FR: JACKIE KIRKLAND, TRUCKEE MEADOWS COMMUNITY COLLEGE

Listed below is a summary of programs, financial aid, recruitment and retention aids that are aimed specifically at minority students. Also included are programs designed to assist any student in need of extra help.

SUPPORT
1. Recruitment
2. Counseling/Advisement
3. Re-Entry Center
4. Special Services
5. Grants, Loans
6. Scholarships
7. Upward Bound Visitations
8. Learning and Study Skills
9. Tutoring and Learning Disabilities Assistance

INSTRUCTIONAL
1. ABE/ESL
2. Refugee Assistance Program
3. Developmental English as a Second Language
4. Free ESL Program

TMCC Programs for Minority Students

Support Descriptions:

A) Recruitment
1. Do presentations at ABE/ESL adult learning centers through Washoe High and the entire Washoe County School District. Using a Hispanic faculty member to help with presentation.

2. Problem - TOEFL requirements for foreign students if they do not have green card.
   *UNR will allow students to take up to 6 credits without taking the TOEFL.

3. Liaison Program
   a. Targets schools with the most minority students - Hug/Washoe High.

4. Financial Aid does community presentations to minority and low income groups.

5. Job Corps Tours
   a. 20-25 students every week
   b. Provide orientation and testing on site to those students who want to come to TMCC.

B) Counseling/Academic Advisement

International Student Advisor. Other services all the same as for other students.

International students are encouraged to take advantage of Counseling Center services.

A special orientation/assessment session is held each semester. Students will receive educational advisement, international student rules and regulations and other necessary academic assessment.

Counselors are available to all students for advisement purposes throughout the semester. International students are encouraged to discuss academic progress and difficulties with a counselor. Counselors are also available to discuss personal matters.

C) Re-Entry Center

Tuition, books, transportation and child care to single parent low income families.

D) Special Services

The Special Services Program at TMCC is a federally and state funded program designed to serve regularly enrolled, degree seeking student who are physically handicapped, low income or first generation college students. The program involves students, faculty and counselors in a coordinated effort to assist enrolled students to meet their academic, career and life goals. Specific services include individual or group counseling, individual educational planning, learning skills assistance, and enabling support services such as interpreters, readers and aides.

This program is funded by a Special Services grant from the United States Department of Education.

E) Grants, Loans

BIA grants; otherwise the same is available to other students.

F) Scholarships for Minorities

1. Negro Business and Professional Womens Organization for ($100-300) black women.
2. Urban Indian Scholarship for Native Americans $75.00 ($25.00 apiece for 3 students)

G) Upward Bound Visitations

See attached memorandum

H) Learning and Study Skills

The Learning and Study Skills Center is designed to help students who need to develop, acquire, review or maintain the skills necessary for college-level learning and for life. The Learning Assistance and Student Skills Center staff assists students in the following learning areas:

Note-taking, Listening, Test-Preparation, Test-Taking, Test-Anxiety, Concentration, Motivation, Time Management, Studying and Reading Text-books, Reading Rate and Comprehension, Writing Term Papers, Practical Computational Skills.

These programs are available for 1-3 credits or on a short term, no credit basis. Students work in individualized, self-paced programs or are referred to other instructional divisions for assistance. Computer assisted instruction is also available.

I) Tutoring

The Learning and Study Skills Center in cooperation with the Associated Students of Truckee Meadows offers tutorial assistance as a supplement to the college instructional program.

Learning Disabilities Assistance

This program is partially funded from a Special Services grant from the United States Department of Education. Provided for screening and assessment in order to provide adaptive instruction or devices to assist these students to succeed.

Instructional Descriptions:

A) ABE/ESL (Adult Basic Education and English as a Second Language)

Truckee Meadows Community College under the auspices of the Nevada State Plan for Adult Education and in cooperation with Washoe High School provides basic literacy education for adults sixteen years or older. Instruction in basic listening, speaking, reading, writing and arithmetic are offered. Individualized and group instruction is provided.

The purpose of Truckee Meadows Community College's English as a Second Language Program is to assist non-native English speaking individuals to adapt as rapidly as possible to an English speaking environment. Students may participate in programs from survival English to pre-college skills development.

A comprehensive assessment and class placement program is required of all students interested in the English as a Second Language program. Students will take written and oral tests to determine appropriate class placement.

Students will participate in a graduate level program based on ability. Classes are taught in groups, yet students are allowed to advance at their own pace.

B) Refugee Assistance Program

English as a Second Language and community orientation for refugees living in Washoe County is offered through a project funded by the Nevada State Department of Human Resources, Welfare Division. This intensive language program teaches the student survival skills in this English speaking country.

C) Developmental English as a Second Language

English instruction for non-transferable college credit is available to students enrolled in or intending to enroll in mainstream college courses. The ESL Developmental courses are designed for students whose native language is not English but who have acquired some proficiency in speaking, reading, and writing the English language. Student are pre-tested in reading and grammar and participate in an oral interview to determine appropriate course placement.

D) Free ESL Program

The college offers free non-transferable courses in English as a Second Language for eligible adults who need intensive training in listening, speaking, reading and writing English. Classes are grouped according to the students' ability.

Western Nevada Community College

MARCH 1. 1980

TO: MINORITY OUTREACH TASK FORCE

FROM: PAUL NELSON. WESTERN NEVADA COMMUNITY COLLEGE

PROGRAMS SERVING MINORITY STUDENTS

1. FINANCIAL AID:

   BUREAU OF INDIAN AFFAIRS ENRICHMENT PROGRAM

   JTPA CLERICAL SKILLS PROGRAM

   PELL GRANTS.CWS.SEOG.NSIG.GSL

2. COUNSELING SERVICES:

   NONSPECIFIC FOR ALL STUDENTS
   RE-ENTRY PROGRAM

3. ACADEMIC SKILLS CENTER:

   STUDY SKILLS. TUTORIAL SERVICES FOR ALL STUDENTS

4. INSTRUCTIONAL SERVICES:

   ABE/ESL

   DEVELOPMENTAL COURSES (ENGLISH & MATH)